

Establishing and Maintaining Professional Learning Communities GUIDELINES

Stage 1—Launching the Work of the Instructional Teams



Purpose: *To reduce teacher isolation by increasing professional collaboration around the instructional core*

Collaborative Instructional Team's (IT's)* Actions	Principal's Team's Actions (ILT)**	Superintendent's Team's Actions	Sample Evidence
Establishing Vision and Purpose			
<p>1. Establish sense of urgency. Align school vision to National Institute for School Leadership (NISL's) example of an effective vision statement: <i>All students will achieve academic growth and will graduate with the skills necessary to succeed at the next level without remediation in a safe, fair, and caring school community.</i></p> <p>Select method of maintaining meeting minutes. Keep minutes and, based on timeline established by Principal's Team, share minutes with leadership.</p> <p>(NISL Units 1 and 2) Note: All NISL references = © 2006.</p> <p>(Suggested Resources: <i>The World is Flat; Tough Choices or Tough Times; and Leadership Challenge</i>)</p> <p>Note: Full references with author names and publication dates can be found on last page of this document.</p>	<p>1P. Lead discussion to instill sense of urgency in all Instructional Team (IT) members using data and case studies from international, national, state, and local levels. Format data in a way that highlights urgent need for improvement.</p> <p>Facilitate teamwork to align school and district visions and to ensure that school vision meets NISL's criteria for an effective vision.</p> <p>Communicate expectation for IT to maintain meeting minutes and share them with key leaders.</p> <p>Share school vision with full school community once statement is approved.</p> <p>(Suggested Resource: <i>Leading Change</i>)</p>	<p>1S. Ensure that principal, Instructional Leadership Team (ILT), and ITs have systems and structures (including sample agendas, sample schedules, and means of obtaining assistance with scheduling) to improve instruction and student learning.</p> <p>Use portions of regular meetings with principals to establish an administrative Professional Learning Community (PLC)/principals' network.</p> <p>Provide mentoring to support implementation.</p> <p>Work with principal to align district plan/school plan/IT work.</p>	<p>1E. School vision is in place, is student-focused and measurable, and is aligned with district vision. School vision is communicated to all stakeholders verbally and through postings at school.</p> <p>Agendas and minutes from IT meetings reflect sense of urgency through targets set, deadlines for completion of activities, and focus of work.</p>
<p>* IT—grade-level or content team; school leaders make purposeful decisions about including specialists and guidance counselors in Its.</p>	<p>**ILT—school-based team that supports and tracks progress of grade-level or content-area instructional teams.</p>		

Handling Logistics and Setting Norms			
<p>2. Create shared understanding of common goal for IT work. Goal is commitment to improve instruction and student learning through collaboration around creating and implementing common standards-based lessons with embedded formative assessments, providing feedback, and monitoring student achievement.</p> <p>(NISL Units 3 and 8)</p>	<p>2P. Provide research and readings that highlight the way ITs/PLCs work and their potential impact on instruction. Establish a common purpose for the work of ITs.</p>	<p>2S. Ensure that district representatives are in attendance at some of the principals' meetings so that they can reinforce IT goals when they interface with faculty.</p>	<p>2E. Teachers can describe goal of PLCs and workings of ITs.</p> <p>Characteristics of PLCs are posted in meeting rooms.</p>
<p>3. Use IT meeting time that has been carved out by principal and leadership team.</p> <p>(NISL Unit 8)</p> <p>(Aligned with 603 CMR 2.03—6e: Enabling Condition 10: The weekly and annual work schedule for teachers provides adequate time for regular, frequent, department and/or grade-level faculty meetings to discuss individual student progress, curriculum issues, instructional practice, and schoolwide improvement efforts.)</p>	<p>3P. Design master instructional schedule to provide adequate meeting time for ITs. Set consistent <i>sacred</i> time for IT meeting sessions. (Department's <i>Ten Enabling Conditions</i> note one meeting per week.)</p> <p>(Suggested Resources: <i>The Wisdom of Teams</i>; and <i>Teaching Gap</i>)</p>	<p>3S. Set expectation for district office to stay apprised of frequency of IT meetings and to help in setting periodic agendas in collaboration with principals.</p> <p>Use regular meetings with principals to allow school leaders to touch base with district representatives (curriculum and instruction leaders) at completion of key stages in development of PLC.</p>	<p>3E. Each teacher regularly participates in one horizontal and one vertical team. (Horizontal team meetings are frequent = at minimum, one time per week; vertical team time is less frequent.)</p> <p>Teaming schedules are posted in meeting rooms or online. Sign-in sheets document teachers' regular attendance.</p>

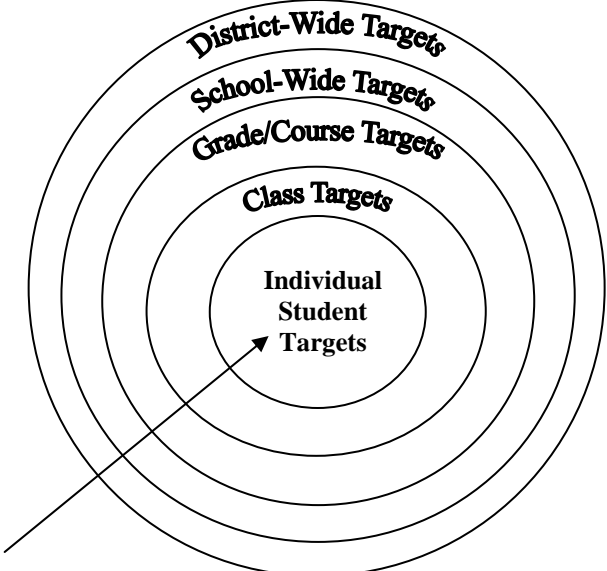
Establishing and Maintaining Professional Learning Communities (continued)

<p>4. Establish behavioral and procedural norms. Set norms to make PLC work non-threatening and focused on student improvement. Assign roles such as secretary and timekeeper and determine means for collecting feedback on IT process.</p> <p>(NISL Unit 10)</p> <p>(Suggested Resource: <i>The Wisdom of Teams</i>)</p>	<p>4P. Lead initial meeting(s) to build capacity of IT leaders who will eventually facilitate.</p> <p>Ensure that IT sets norms that enable PLC work to unfold in a non-threatening environment. Ensure that team members know that data analysis done by IT is for the purpose of improving student performance.</p> <p>Set agendas for first meetings. Emphasize regularly the importance of IT work.</p>	<p>4S. Use regular principal meetings to provide opportunities for school leaders to confer with district representatives on agendas for initial IT meetings.</p>	<p>4E. Printed norms are posted in IT meeting room(s) and focus on collaboration and on commitment to continuous improvement.</p>
<p>5. Understand characteristics of high-performing teams. Discuss characteristics of effective PLCs through text-based discussions.</p> <p>(NISL Units 8 and 10)</p>	<p>5P. Lead discussion on characteristics of high-performing teams and share text references on PLCs.</p> <p>(Suggested Resources: <i>The Wisdom of Teams</i>; <i>The Five Dysfunctions of a Team</i>; <i>Learning by Doing</i>; and <i>On Common Ground</i>)</p>	<p>5S. Provide research and support regarding high-performing teams to principals. Encourage district representatives to review suggested literature.</p>	<p>5E. Based on their understanding of PLCs, ITs begin to function effectively. For example, they ground their work in data and stay focused on student learning.</p>
<p>Department Support:</p>			
<p>District/School Customization:</p>			

Stage 2—Analyzing Data and Setting Targets



Purpose: To develop culture of data-based instructional decision-making/continuous evaluation of progress

Collaborative Instructional Team’s (IT’s) Actions	Principal’s Team’s Actions	Superintendent’s Team’s Actions	Sample Evidence
Reviewing Current School-Wide Targets in Light of Data			
<p>6. Review strengths and gaps in performance. Review schoolwide improvement targets that will already have been set by ILT and confirm priority areas of improvement focus by looking at data. Consider raw grade-level, subject, and course data and determine correlation between data and the targets set by ILT for students in the aggregate and for subgroups, as needed.</p> <p>(NISL Unit 13)</p> <div style="text-align: center;">  </div>	<p>6P. Lead ILT in setting schoolwide improvement targets and preparing charts, graphs, and tables of data to be used at IT meetings. Ensure that performance targets are aligned with targets for making AYP.</p> <p>Present approved schoolwide targets to ITs.</p> <p>Provide necessary professional development in data analysis.</p> <p>Provide teachers with AYP, MCAS, and all other relevant data.</p>	<p>6S. Facilitate timely AYP and MCAS data-sharing between the district and principal/ILT.</p> <p>Arrange for professional development on data analysis and root cause analysis to be provided to key school leaders.</p> <p>Ensure that school-based professionals have access to data analysis tools and technical assistance.</p>	<p>6E. Schoolwide improvement targets are set by ILT, are confirmed by ITs, and are posted in IT meeting room(s).</p> <p><i>(Aligned with 603 CMR 2.03—6e: Enabling Condition 5: The school has a system to provide detailed tracking and analysis of assessment results and uses those results to inform curriculum, instruction, and individual interventions.)</i></p> <p><i>(Suggested Resource: PIM Student Performance Goal Spreadsheet—Department website)</i></p>

Setting Grade-Level or Course Targets

7. Using data, establish targets for each grade, content area, and/or course, depending on school configuration or need.

Express each target as a % and # of students targeted to move between each of the proficiency levels.

Note: Sample target can be found on the last page of this document.

Confirm these targets in light of schoolwide targets set by ILT. (Targets measured by district assessments should be set.)

Possible data sources:

MCAS, GRADE, DIBELS, DRA, SAT-9, district- or school-designed pre- and post-tests, end-of-unit tests.

(NISL Unit 13)

(Suggested Resource: *PIM Student Performance Goal Spreadsheet*—Department website)

7P. Review each list of targets to be certain that targeted percentage/ numeric increases are sufficient to make progress (including AYP, where applicable) and are aligned with schoolwide targets. (Non-tested subjects are part of this process.)

Provide data for grade levels, subjects, and courses.

7S. At regular principal meetings, each principal will share agendas and IT deliverables, including lists of targets.

Ensure that the district has clear expectations and a coordinated approach to administering pre- and post-tests and other assessments, so that data is consistent across classes/schools.

(Aligned with 603 CMR 2.03—6e: Enabling Condition 4: *The school implements systematically a program of interim assessments [4-6 times per year] in English language arts and mathematics that are aligned to school curriculum and state frameworks.*)

7E. List of grade-level or course targets is produced for each grade and subject (elementary/middle) or for each course (high school).

Setting Classroom and Individual Targets			
<p>8. Set classroom targets. Teachers on ITs set % and # targets for individual classrooms. Specialists such as content coaches, experts in language acquisition and sheltering content for ELLs, and special education teachers assist with target-setting. Targets align with grade, subject, and course targets, as well as school-wide targets.</p>	<p>8P. Lead review of each list of targets to be certain that targeted increases are sufficient for school to make progress, to make AYP, and to achieve other schoolwide goals.</p> <p>Coordinate integration of specialists and support staff into IT work.</p>	<p>8S. Arrange for district representatives to meet regularly with principal to confirm that targets for aggregate, for grade levels, and for subgroups are in alignment, and to confirm that all targets align with district goals.</p>	<p>8E. Classroom targets are set.</p>
<p>9. Set individual student growth targets for every student using each student’s name and particular performance results. Reference classroom targets as part of process. Use MCAS, GRADE, DIBELS, DRA, SAT-9, district- or school-designed pre- and post-tests, end-of-unit tests, and/or other assessments deemed appropriate.</p>	<p>9P. Review each list of targets to be certain that targeted gains will result in school’s achievement of AYP.</p>	<p>9S. Ensure that there is a review of all targets—from schoolwide to individual student targets—for the purpose of assessing needs at the school level and making decisions about deployment of resources and assistance.</p>	<p>9E. Individual targets are set for each student.</p> <p><i>(Aligned with 603 CMR 2.03—6e: Enabling Condition 5: The school has a system to provide detailed tracking and analysis of assessment results and uses those results to inform curriculum, instruction, and individual interventions.)</i></p>
<p>Department Support:</p>			
<p>District/School Customization:</p>			

Stage 3—Developing Focus and a Process for Monitoring Progress



Purpose: *To identify skill, conceptual understanding, and problem solving gaps/needs and set appropriate targets*

Collaborative Instructional Team’s (IT’s) Actions	Principal’s Team’s Actions	Superintendent’s Team’s Actions	Sample Evidence
Prioritizing Students’ Skill, Conceptual Understanding, and Problem Solving Needs			
<p>10. Determine areas of greatest need (gap between student performance and standard[s]) in terms of students’ skill development, conceptual understanding, and/or problem solving by undertaking item analysis. Identify standards/strands with which students struggle (approximately three or four areas of need by grade for each content area).</p> <p>Use data to prioritize areas of need (gaps).</p> <p>(NISL Unit 13)</p> <p>(Suggested Resource: <i>PIM Student Performance Worksheet 3-D, Student Learning Objectives—Department website</i>)</p>	<p>10P. Approve areas of greatest need identified by ITs. Consult with ITs about order in which teachers will address needs through instruction. Document and share information with district representatives and superintendent via written statements of prioritized needs.</p> <p>Ensure that student support services (academic interventions and social support services) are considered.</p>	<p>10S. Ensure that district representatives stay apprised of ILT’s/ITs’ discussions about student skill and knowledge needs and curricular and instructional programs’ ability to address those needs.</p> <p>Make certain that district-level curriculum directors and content and support specialists use ILT and IT data in curriculum and instruction decisions.</p> <p>Arrange for review of principal’s statements. Access key district personnel who can assist with addressing areas of greatest need.</p>	<p>10E. Needs assessments are completed and are shared with school-level colleagues on other ITs.</p> <p>Areas of greatest need are prioritized and brief narratives to justify the prioritization are prepared.</p>

Planning to Address Individual Needs

11. Establish a process for monitoring each student’s progress. For example, create a folder or use an existing work folder to document progress made and services accessed to address identified needs.

(NISL Units 3 and 13)

11P. Ensure that teachers understand the benefit of monitoring individual student progress.

Establish process for charting and monitoring class, grade, subject area, and course performance data on monthly basis to determine progress toward meeting targets.

11S. Facilitate development of student performance monitoring system. Provide training and/or communications to foster principals’ and teachers’ understanding of the true benefit of maintaining and using a system for monitoring student progress.

Support mapping of progress through use of technology and provision of district-developed electronic templates.

(Suggested Resource:
Breakthrough, Chapter 5)

11E. A process that has been developed by teachers and/or district and school leaders exists to help with monitoring of individual student progress.

Department Support:

District/School Customization:

Stage 4—Building and Sharing Standards-Based Lessons

Purpose: To ensure that teachers have instructional resources necessary to address prioritized areas of need

Collaborative Instructional Team’s (IT’s) Actions	Principal’s Team’s Actions	Superintendent’s Team’s Actions	Sample Evidence
Reviewing Curriculum and Guidelines in Relation to Needs			
<p>12. Review standards-based curriculum to identify where essential learning standards are tied to areas of greatest need. Determine how needs are addressed across content areas.</p> <p>Review curriculum map and pacing guides to determine when areas of greatest need (performance gaps) are addressed. Align planned activities and needs.</p> <p>(NISL Units 3, 5-8, and 13)</p> <p>(Suggested Resources: <i>The Teaching Gap</i>, Chapter 8; <i>PIM Worksheet 0-D—School Self-Assessment [Curric]</i>—Department website).</p> <p>(Aligned with 603 CMR 2.03—6e: Enabling Condition 3: <i>The school is implementing curricula that are aligned to state frameworks in core academic subjects.</i>)</p>	<p>12P. Advocate for any necessary adjustments to curriculum, pacing guides, and instructional materials that are highlighted through IT work.</p>	<p>12S. Ensure that standards-based curriculum maps are in place, are aligned with <i>MA Curriculum Frameworks</i>, and are reviewed as part of curriculum renewal cycle for each content area. District-provided resources should include performance standards, suggestions about student work that demonstrates proficiency, and materials to address needs of all students.</p> <p>Facilitate process for aligning needs and resources.</p>	<p>12E. Alignments between areas of greatest need and grade-level subject or course curricula are completed.</p> <p>This includes documentation of identified needs matched with appropriate resources.</p>

Establishing and Maintaining Professional Learning Communities **GUIDELINES**

Establishing Performance Measures and Engaging in Formative Assessment

13. Commit to strategies for formatively assessing students.

(Aligned with 603 CMR 2.03—6e: Enabling Condition 4: *The school implements systematically a program of interim assessments (4-6 times per year) in English language arts and mathematics that are aligned to school curriculum and state frameworks.*)

Identify type(s) of work that students will produce as evidence of proficiency, as well as ways (for example, standards-based rubrics) work will be assessed to gauge quality.

(NISL Unit 13)

(Suggested Resource: “Assessment for Learning: Building a Culture of Confident Learners” in *On Common Ground*)

13P. Provide professional development on building and implementing common formative assessments.

Provide IT with assessment inventory so that all team members know which assessments are given and what each one targets/ diagnoses.

13S. Ensure that district provides training in building and administering formative assessments/strategies.

Support and encourage the development and use of common assessments and assessment strategies for all content areas.

Structure an assessment inventory to highlight district-mandated and suggested assessments, timeline on which they are given, and what they diagnose.

13E. Common strategies—and sometimes, common tasks, tests, or homework assignments—are developed collaboratively to formatively assess students’ learning.

Collaboratively Working with Colleagues to Build Lessons

14. Collaboratively develop standards-based units (or lessons) linked to essential standards and areas of greatest need.

Build lessons while keeping in mind NISL’s *Principles of Teaching and Learning*, Vygotsky’s zone of proximal development, and knowledge of focused instruction and formative assessment.

(NISL Units 5 and 6)

14P. Develop standards-based unit and lesson design protocols. Train teachers in their use. (Protocols should include specification of standards, assessments for learning, methods of differentiation of instruction, rubrics, and materials.)

Support development of collaboratively designed standards-based lessons by assigning coaches to participate regularly in IT meetings.

14S. Allocate resources to conduct trainings and provide templates for standards-based lesson design.

14E. Standards-based lessons aligned to district curriculum maps and areas of greatest need are built.

Descriptions of student work that will demonstrate proficiency are determined.

(Suggested Resources: *NCS Mentor*—Department website, supplemented with new release items; and *NCEE New Standards*)



Establishing and Maintaining Professional Learning Communities (continued)

Department Support:

District/School Customization:

Stage 5—Implementing Collaboratively Designed Lessons and Monitoring Progress

Purpose: *To ensure that the taught curriculum is well planned, data-based, and targeted to students' needs*



Collaborative Instructional Team's (IT's) Actions	Principal's Team's Actions	Superintendent's Team's Actions	Sample Evidence
Using Collaboratively Built Lessons			
<p>15. Implement standards-based lessons using embedded formative assessment strategies in individual classrooms. Provide students with feedback on how to improve their work and encourage student-to-student feedback.</p> <p>Gather evidence to show lessons' effectiveness. Track lesson effectiveness, student progress, need for changes to lesson structure, and need for student remediation. Seek peer feedback from colleagues.</p>	<p>15P. Deploy instructional coaches to support teachers in researching strategies that improve student performance, particularly in areas of greatest need.</p> <p><i>(Aligned with 603 CMR 2.03—6e: Enabling Condition 8: The school has at least two full-time subject-area coaches, one each for English language arts/reading and one for mathematics, who are responsible to provide faculty at the school with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery, instructional practice, and data use.)</i></p> <p>Oversee implementation of collaboratively developed standards-based lessons. Lead Learning Walks and provide teachers with feedback/coaching.</p> <p><i>(NISL Coaching Inst. Unit 9)</i></p> <p><i>(Suggested Resource: The Heart of Coaching)</i></p> <p>Meet regularly with ITs to review evidence of student learning, paying particular attention to progress made in areas of greatest need. Review changes to instruction to target those particular needs.</p>	<p>15S. Arrange for coaches to receive adequate professional development and support in carrying out their work.</p> <p>Ensure that coaches have good understanding of effective standards-based practice.</p> <p>Provide models of effective feedback to students.</p> <p>Use regular principal meetings to have principals report evidence of implementation of instructional priorities. Encourage district representatives to join principals for periodic Learning Walks.</p> <p>Establish regular district data reviews to consider evidence across schools, including rolled up Learning Walk data.</p> <p>Ensure that there is a process for tying teacher evaluations, in part, to student performance and progress toward meeting the standards, as well as to teachers' contributions to IT work.</p>	<p>15E. Feedback to students is tied to standards, is specific, is co-constructed with students when possible, informs students about how to improve, and is used by students.</p> <p>Student progress is mapped particularly in the areas of greatest need.</p> <p>There is documentation on instructional strategies that have been employed and that have proven effective in reducing gaps in areas of greatest need.</p> <p>There is an archive of IT documents showing how lessons are built, shared, reflected on, and refined.</p>

Working Collaboratively to Determine Level of Student Learning

16. Analyze and score student work produced as evidence of learning using agreed-upon standards-based protocol.

(NISL Units 6-8)

16P. Ensure that ITs have access to protocol for scoring student work.

Implement process for collecting, charting, and monitoring classroom, grade, subject area, and course performance data on monthly basis to determine progress toward meeting targets.

Provide feedback to ITs that relates to displayed student work and the standards, rubrics, and teacher commentary that it contains.

Establish focus for some IT meetings based on students' needs, as evidenced by their scored work.

Problem solve around barriers to adjusting instruction to meet students' needs.

16S. Provide protocol for analyzing student work.

Take steps toward ensuring that standards-based teaching and learning are accompanied by a standards-based grading system that reflects accurate reporting of student achievement.

Arrange for quarterly reviews of student performance data between principal and district representatives. Review progress toward meeting targets.

Ensure that principal receives feedback on IT work and on student performance and ensure that feedback is appropriate for sharing with faculty members.

Develop policy and practices that enable principals to address instances of faculty members not meeting expectations/not addressing specific needs of students.

Facilitate creation of benchmarks, exemplars, and some rubrics for grade levels and courses, and ensure that they are aligned with standards.

(Suggested Resources: *NCEE's New Standards; NCTM Standards; NCTE Standards; and MA Curriculum Frameworks*)

16E. Rubrics tailored to specific student assignments and standards are used to score work. Results are recorded.

Student work is displayed with related standards-based rubrics and teacher commentary. Samples of student work are saved via the school's process for monitoring student progress.

Ensuring that Interventions/Safety Nets are Used Effectively

17. Based on frequent formative and summative assessment data, discuss regrouping strategies as appropriate within and across classrooms and grades, prior to activation of safety nets.

Reach consensus on how to customize and use intervention/safety net system.

Confer with Child Study/Student Support Teams to review student progress and determine mobility in and out of interventions/safety nets.

Make suggestions to providers and to ILT about ways to improve delivery of interventions.

(NISL Units 3 and 9)

(Aligned with 603 CMR 2.03—6e:
Enabling Condition 6: *The school schedule for student learning provides adequate time on a daily and weekly basis for the delivery of instruction and provision of individualized support as needed in English language arts and mathematics, which for students not yet proficient is presumed to be at least 90 minutes per day in each subject; and*
Enabling Condition 7: *The school provides daily after-school tutoring and homework help for students who need supplemental instruction and focused work on skill development.*)

17P. Create schoolwide system of interventions.

Carve time out of schedule to allow interventions. Allocate resources to support interventions/safety nets.

Ensure that safety nets are appropriately customized and are effective.

Ensure that there is a process by which Child Study/Student Support Teams, intervention providers, specialists, and parents regularly collaborate.

Ensure that interventions/safety nets are provided by staff members whose qualifications match level of intervention needed.

17S. Create district-wide model of intervention.

Establish process for reviewing each school's master schedule and ensuring that supports are in place. Confirm that district-provided safety nets are adequate.

Identify and engage appropriate community partners to enhance interventions/safety nets.

Make certain that curriculum materials, as well as supplemental resources to be used with students at various levels of development and language proficiency, are in place.

Oversee and provide input on funding for safety nets.

Ensure that coaches know how to support teachers who are working with targeted groups.

17E. There are effective protocols for moving students in and out of safety nets and those protocols are used.

There is documentation of movement of students through safety nets.

There is documentation on evaluation of safety nets' effectiveness.

Department Support:

District/School Customization:



Stage 6—Celebrating Success and Reviewing Progress of IT Work

Purpose: *To note small wins and use them as platform from which to achieve greater gains*

Collaborative Instructional Team's (IT's) Actions	Principal's Team's Actions	Superintendent's Team's Actions	Sample Evidence
Archiving Effective Lessons			
<p>18. Archive only those lessons with proven success at getting students to proficiency.</p> <p>(NISL Units 8, 9, and 13)</p> <p>(Suggested Resource: <i>Results Now</i>, Chapter 8)</p>	<p>18P. Ensure use of protocol for archiving effective lessons.</p> <p>Within school, publicly celebrate examples of lessons that have helped students meet targets.</p> <p>Facilitate a process for communicating students' progress from grade to grade.</p>	<p>18S. Establish protocol for archiving and sharing only the most effective lessons.</p> <p>Facilitate creation of bank of effective lessons.</p> <p>With school board/school committee, ensure that there is public recognition of specific examples of improvement in instruction that have resulted in improved student performance.</p>	<p>18E. Successful lessons and strategies are archived and shared. Samples of student work at different proficiency levels are produced through implementation of lessons and are saved.</p> <p>Formal process for communicating students' progress (and sharing samples of student work) from grade to grade is developed and used.</p>
Reaching Out to Parents and Reflecting on IT Work			
<p>19. Frequently update parents on their children's progress and on changes to instruction that are designed to address their children's specific needs.</p>	<p>19P. Coordinate gatherings of parents and, at these gatherings, make student work and changes to instruction public.</p> <p>Develop public relations plan to guide process for sharing instructional successes with the broader community.</p>	<p>19S. Support principal in reaching out to parents. Participate in key gatherings.</p>	<p>19E. Timely progress reports and student work samples are shared with parents.</p>
<p>20. Complete year-end review of IT's impact on instruction and learning.</p>	<p>20P. Encourage ITs to consider structural and other changes that teams could make to ensure that their future work is even more successful.</p>	<p>20S. Request and review school-generated report on IT changes for coming school year.</p>	<p>20E. Brief report is generated to describe how IT activities will be improved in coming school year.</p>

Department Support:

District/School Customization:

Full References—Text and Other Resources

Stage 1—Launching the Work of the Instructional Teams

DuFour, R., Eaker, R., and DuFour, R., Eds., 2005, *On Common Ground*

DuFour, R., DuFour, R., Eaker, R., and Many T., 2006, *Learning by Doing: A Handbook for Professional Learning Communities at Work*

Friedman, T.L., 2005, *The World is Flat*

Katzenbach, J.R., and Smith, D.K., 2006, *The Wisdom of Teams: Creating the High-Performance Organization*

Kotter, J.P., 1996, *Leading Change*

Kouzes, J.M. and Posner, B.Z., 2002, *The Leadership Challenge*, Chapter 6—“Enlist Others”, pp141-170

Lencioni, P., 2002, *The Five Dysfunctions of a Team: A Leadership Fable*

New Commission on the Skills of the American Workforce, NCEE, 2007, *Tough Choices or Tough Times*

Stigler, J.W. and Hiebert, J., 1999, *The Teaching Gap*, Chapter 9—“The Steady Work of Improving Teaching”, pp149-168

Stage 2—Analyzing Data and Setting Targets

PIM Student Performance Goal Spreadsheet from MA DESE website

Sample target set by ILT: “Increase performance of the aggregate and all subgroups on ELA MCAS by focusing on open response and vocabulary in all content.”

Sample target for grade level/course: “Increase the percentage of students at Grade 5 scoring Proficient and Advanced on ELA MCAS from 35% (94 students) in 200_ to 46% (123 students) in 200_ by focusing on open response and vocabulary, in addition to specific areas of need for individual students.”

Stage 3—Developing Focus and a Process for Monitoring Progress

Fullan, M., Hill, P., and Crevola, C., 2006, *Breakthrough*, Chapter 5—“Building a Critical Learning Instructional Path”, pp57-84

PIM Student Performance Worksheet 3-D, Student Learning Objectives from MA DOE website

Sample of focused target: “Increase the percentage of students at Grade 5 scoring Proficient and Advanced in ELA from 35% (94 students) in 200_ to 46% (123 students) in 200_ by focusing on areas of need, including fiction and nonfiction, text structures, myth, classical literature, vocabulary, and concept development.”

Stage 4—Building and Sharing Standards-Based Lessons

PIM Worksheet. 0-D—School Self-Assessment [Curric] from MA DOE website)

R. Stiggins, 2004, “Assessment for Learning: Building a Culture of Confident Learners” in DuFour, R., Eaker, R., and DuFour, R., Eds., 2005, *On Common Ground*

Stigler, J.W. and Hiebert, J., 1999, *The Teaching Gap*, Chapter 8—“Setting the Stage for Continuous Improvement”, pp129-147

Stage 5—Implementing Collaboratively Designed Lessons and Monitoring Progress

Crane, T.G., 2002, *The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Coaching Culture*

NCEE’s *New Standards*; *NCTM Standards*; *NCTE Standards*; *MA Curriculum Frameworks*

Stage 6—Celebrating Success and Reviewing Progress of IT Work

Schmoker, M., 2006, *Results Now*, Chapter 8—“Setting the Stage for Continuous Improvement”, pp129-147